





# Make social studies a 'must', says Munn

A compulsory element in all social subject courses in the third and fourth years of Scottish secondary schools is advocated by the Munn Committee in its report published on Tuesday. All pupils should undertake studies dealing with industrial, environmental, economic and political aspects of life in modern society, it says.

The committee was set up in January 1975 by the Scottish Consultative Committee on the Curriculum, under the chairmanship of Mr James Munn, rector of Cathkiss High School. It was asked to consider how the curriculum in the third and fourth secondary years should be structured to ensure that all pupils received a balanced education suitable to their needs and abilities and to consider the implications of its findings for the earlier and later stages of secondary education.

The central recommendation of the committee is that there should be a "core-plus-options" structure. Pupils would be required to consider study in essential curriculum areas throughout the third and fourth years in secondary schools. At the same time they would develop particular interests and abilities by studying two or three additional subjects chosen from a wide range.

The compulsory core would ensure that all pupils took some form of science and creative arts in their third and fourth secondary years in addition to those subjects taken by virtually all pupils at present.

Four sets of aims for the secondary schools are formulated by the committee. These embrace the development of knowledge and understanding, the cultivation of skills, the effective development of pupils, and their preparation for adult roles in society.

Eight key modes of activity through which these aims can be achieved are identified—linguistic and literary studies, maths, science,

# Union demand ends curriculum talk

A meeting between Mrs Shirley Williams and teachers' and local authority associations to discuss a proposed review of the curriculum was cancelled this week after a row about how many representatives from the National Union of Teachers should attend.

The meeting, arranged for Tuesday, was to have considered the circular to local authorities about the review they will be asked to carry out, as announced in the recent Green Paper. Five representatives of the NUT were invited, but the union claimed two more. When this was refused it pulled out and the meeting had to be cancelled.

Mr Fred Jarvis, the union's general secretary, said that because they had 58,000 more members than the rest of the other teachers' unions put together the NUT should have more representatives than the rest of the unions combined.

The union made its dissatisfaction known at the first meeting in July to discuss this plan. Alternatives suggested by the Department of Education and Science were unacceptable to the NUT and the National Association of Schoolmasters-Union of Women Teachers.

The teachers' unions will now be consulted individually about the review by DES officials. Mrs Williams says she has not the time for so many separate meetings.

The local authority and Schools Council representatives turned up for Tuesday's meeting but were not only by officials.

Mr Terry Casey, general secretary of the National Association of Schoolmasters-Union of Women



Mr Peter Newell, one of the founders of the White Lion School in London, has been appointed director of the Advisory Centre for Education. He will also edit the association's magazine "Where". Mr Newell, a former deputy editor of "The Times Educational Supplement", will leave the free school when he moves into his new job.

# 40 tons of words on A Levels

More than 40 tons of paper is about to be sent out from the Schools Council to schools, colleges and local authorities in an expensive blitz of information about the new planned exams to replace A Levels.

Just about every institution with any interest in 18 plus exams will, at the end of this month, receive the first 700 pages of what is likely to end up as a 1,500-page dossier reporting on all investigations into the feasibility of the N and F levels.

In this first wave they will get the 16 subject area reports containing suggested syllabuses for science, RE, art, technical drawing, home economics and maths. These alone are nearly two inches thick and weigh more than three and a half pounds.

Next month there will be an even heavier bombardment of English, Latin, modern languages, Welsh, economics, business studies, general studies, geography history, and social studies.

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# 384 more jobs may have to go say Cambridgeshire officers

Cambridgeshire education authority may have to consider getting rid of 384 primary and secondary teachers next year if it is to achieve the savings demanded of it by the county council.

A confidential report by the county's education officers also suggests that some lecturers in further education and part-time teachers may have to be made redundant.

The county council asked its education committee to look into ways of cutting its budget by 2 per cent in primary and nursery schools, 2 1/2 per cent in secondary schools and 3 per cent on other items, said Mr E. Fowlds, the deputy education officer, this week. Similar cuts had to be made this year. They will also have to be made in 1978-80.

# Jobs-for-DOO probe in W

The National Union of Teachers to investigate appointment procedures in the motion picture industry in the allegations of "bribe" in some areas.

The union's All Wales meeting heard recently the experienced teachers were down for a senior post in a primary school. It went to a who was still training.

Mr Hywel Vaughan, the regional official for Wales, said this week that the union would seek examples where members had been made redundant but professionally.

# Excluded from Liberal agenda

Liberal Party members are unhappy about the decision to exclude education from the agenda of next week's assembly in Brighton.

This omission means that education will not be debated at the party conference despite 24 resolutions on the subject from Liberal constituency associations and affiliated organizations.

The reason given is that none of them was considered satisfactory by the assembly committee. They covered too broad or too abstract a field, and the composite motion the committee came up with was rejected by Liberal members.

Mr Howard Wain, chairman of the Liberal Education Association and associate principal of Hackney College, said he was dismayed about the omission, particularly in the year of the Great Debate.

"We have been pressing in various ways for education to be discussed in the party in a bid to find out what members wanted, discussed, and decided on," he said.

At a meeting of the Liberal Education Association of the weekend delegates called for steps to be made for a short motion to be debated in Brighton. The delegates also discussed the Government's Green Paper on education and accepted the resolution which the association had put forward for the party conference.

They agreed that tax concessions for private education should be removed and that a national body should set out the guidelines for a minimum core curriculum for primary and secondary schools, including levels of achievement for children at three or four points in their school careers.

The resolution also proposed that a General Teaching Council representing teachers and others should be established to maintain standards in the profession and with power to grant qualified teachers status. Local authorities should be able to transfer or sack teachers who are placed in their jobs and review the contracts of heads after a set period.

# Tameside to the line, if...

Tameside Education Committee week approved a plan to go to the House of Commons by 1981, but the Government approves a £25m programme to change the primary and secondary modern schools.

The plan is in response to a letter from Mr Secretary of Education on 11 September 26 as the date the L.E.A. to submit a comprehensive plan. Last year the selected Conservative Government Tameside took a comprehensive plan to the Government after its case through the course of the House of Lords.

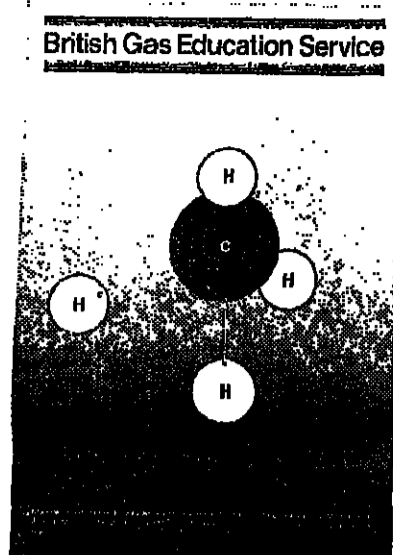
# Fewer jobless

The number of school leavers looking for work dropped by 25,000 last month, the Department of Employment said.

But the figures conceal the size of the unemployment problem. "School leavers" is used by the Department of Employment to describe anyone who has not worked for a year. But there are 170,000 school leavers who have worked for a year and now no longer appear in the figures.

JPM 1/250

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Militant careers officers in conference at Cambridge made their point about resources on the window of the local Jobcentre. Jobcentres not open to school-leavers.

## Train for 'basic skills'—TUC

by Mark Jackson

Sweeping changes in the industrial training system which would end the rigid segregation of apprenticeship schemes are being advocated by the Trades Union Congress.

Officials believe that decisions taken by the Blackpool congress have given them a mandate to press for the changes, which involve some of the most sensitive areas of union-employer relations.

The new approach was spelt out last week by Mr Roy Jackson, the TUC's education secretary, at the annual conference in Cambridge of the Institute of Careers Officers.

He called for a new system to coordinate the work of the industrial training boards and to ensure that youngsters in every industry received a basic common training that would meet their needs, help them, if necessary, to change jobs, and provide the skills their employers required.

While paying tribute to the usefulness of the apprenticeship system, he was critical of the narrow scope of many existing schemes to train apprentices, and

urged that other ways be found in which all young workers acquire skills.

"To plan on the basis of a few industrial sectors makes sense," said Mr Jackson, "but many of the skills are needed across boundaries, but that the movement of young workers in a changing industrial society be assisted by a common training across industry, with standard elements common to all."

"The door to those who are not be closed to those who the boat in getting an apprenticeship . . . It is we are concerned with the career of all young people then a national system that provides a route to get relevant qualifications and good training."

"This is not to deny the main responsibility for training best administered by each industry but that considerable work is needed between industrial and educational people, and indeed the State, to be met."

## Careers staff back Whitehall

Britain's local careers officers, who sit, that they themselves need more staff, money, and status, are taking up the cudgels on behalf of their colleagues in Whitehall.

The annual conference of the Institute of Careers Officers at Cambridge last week backed a call from Mr Roy Hurst, the institute's honorary secretary, for the Government to strengthen the careers branch of the Department of Employment.

"The fact that the service at local level is the responsibility of local authorities does not reduce the need for a strong and effective central administrative unit," he said.

Mr Hurst pointed to the ability of the Manpower Services Commission

to act quickly in a large scale. Reports of Government committees were rarely best sellers. They were read eagerly by people they directly concern, people in the careers branch should be upgraded. But the report which a few years on the same subject, the local authority service, committee under my chairmanship for the local authority service, to undertake research into the management and strengthening of the government of schools is different, because it affects in some way every man, woman and child in this country.

We have all attended school, but what we did or did not do here has probably influenced our whole lives. Most of us are parents, some of us are teachers, a few are councillors or local officials. These interests were represented on my committee, and it has recommended big changes in the way our schools are run.

## Industry awards for top pupils

Up to 300 industrial scholarships will be available from next year to attract top calibre sixth formers to the new engineering courses planned from 1978 at certain universities.

The courses will probably last four years instead of three, and will include accountancy, industrial relations and perhaps a European language. It is expected that successful students will progress rapidly to senior levels of management.

A spokesman for the DRS said this week that the scholarships would be financed jointly with industry and although no figure has yet been discussed the value of the scholarships would be "realistic". Courses have already been approved at Birmingham, Man-

chester and Strathclyde universities and at the Imperial College Science and Technology, London.

The scholarships are part of the Government's strategy to give priority to manufacturing industry in the battle to improve the country's economic performance, together with other measures outlined in a White Paper published last week, the Government's modernisation strategy.

A number of recommendations made in the third report of the Select Committee on Science and Technology, 1975-76, University-Industrial Relations, Government's reply to the report of the Select Committee on Science and Technology, 1975-76, Cmd 6928, HMSO.

## Need for 'meeting ground'—MP

A network of centres where teachers and employers could meet was proposed last week by Dr Keith Hampson, MP, vice-chairman of the Conservative Parliamentary Education Committee, at a conference on industrial education arranged by the Industrial Society.

They would be called RELAY centres—Regional Employment and Learning Advisory Centres for young people. Teachers would be able to find out what employers wanted and what was happening in local industries.

But whether we are parents, teachers, councillors or officials, none of these things, we are citizens, and citizens have a huge investment in the school around the corner. Schools take 60p in every pound of their wages, and a good chunk of their wages is a good school. It is an investment in any neighbourhood. If it is not, the education children get affects only their job and their country.

## The Taylor Report

The Taylor Committee has this week proposed fundamental changes in the way schools are run.

In this official shortened version of the full report

the chairman, Tom Taylor, spells out in detail the conclusions and recommendations of his committee, as well as the reasons on which they were based

# A new partnership

sombody's corner. No two schools have exactly the same needs or problems, and that is why the first recommendation of my committee is that every school, big or small, should have its own governors to look after its interests.

We decided to call them all governors, though in the past for reasons of history primary schools had "managers" and secondary schools "governors". In some areas all the schools do have separate boards already, but in others schools are managed in groups, and we have asked the Secretary of State to change the law which allows such grouping.

The responsibilities we want governors to have—I shall come to these later—cannot really be spread over several schools, but require a deep understanding by the people concerned of the needs of one school, and an intense personal commitment to its success. We also believed that this kind of concern for a school had to be truly local.

That one quarter should represent the staff, including automatically the head teacher, plus elected representatives of the teaching staff and in larger schools of the ancillary staff.

That one quarter should be elected by all the parents of children attending the school. Within this group provision should be made for pupils eligible to serve as full governors: in appropriate cases, such pupils to be elected by their fellows. That one quarter, co-opted by the other three groups, should represent the local community.

We believed that no one interest should have all the power in running schools, but that power should be equally shared among all those who have an interest in the school's success.

The local education authority provide and maintain it, and they are responsible to their electors and to the Department of Education for the efficiency of all the schools in their area.

The head and teachers are professionally trained to help children to learn well, and you cannot do this without having some say in the running of the school day by day.

Parents play a crucial part, since it is they, who have the duty in

law to see that their children are properly educated, and we are told over and over again that their support at home is vital to a child's success.

In secondary schools, older pupils as well as parents, can make a useful contribution to discussion of the school's affairs.

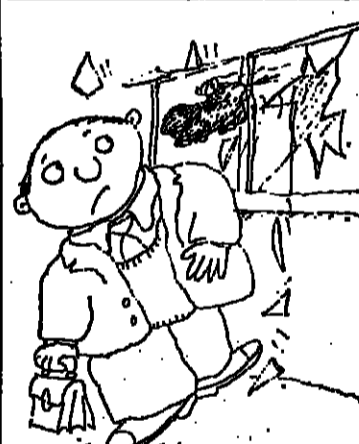
Finally, the local community has an interest in the health of its school, since a school is the heart of a neighbourhood.

We therefore decided that a partnership of the four main interests concerned was the best formula for a successful school, and we have recommended

That one quarter should represent the staff, including automatically the head teacher, plus elected representatives of the teaching staff and in larger schools of the ancillary staff.

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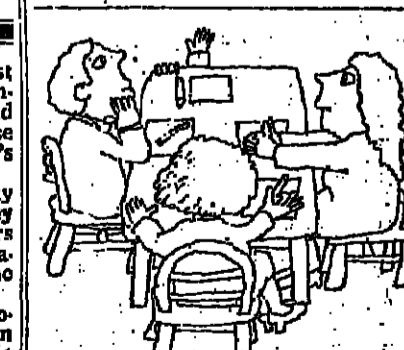
We have, however, requested that any of the reports' recommendations which can be implemented without disturbance to the "status system" should be so implemented, and that the Secretary of State should discuss with the interests concerned how far the other arrangements for voluntary schools.



"If it has problems they are our problems"



"Every citizen has a huge investment in the school around the corner"



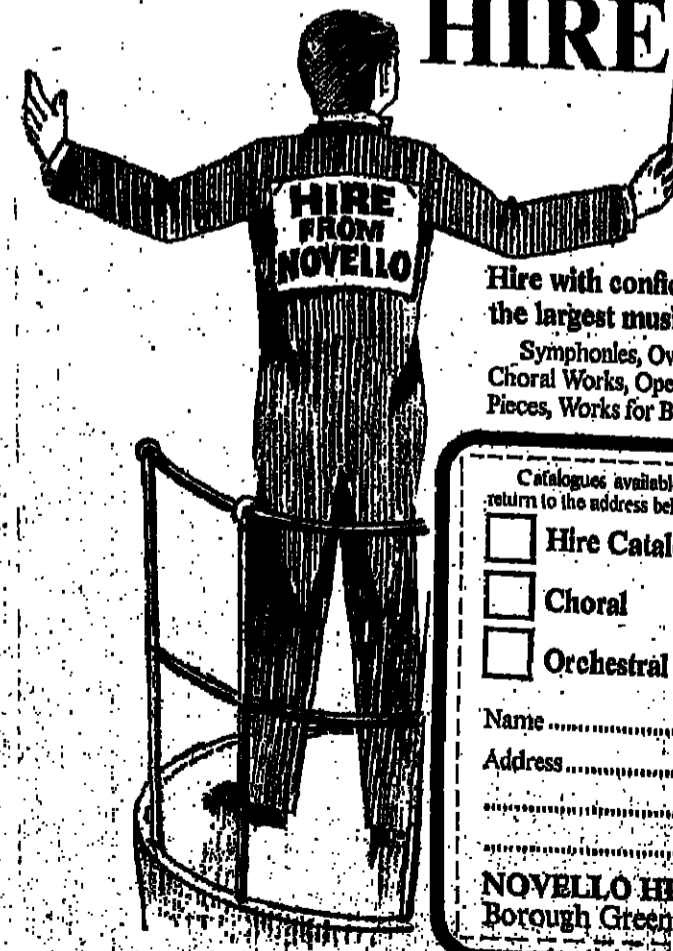
"One quarter of each governing body should represent the staff"

## The new governors

## Governors for every school

Whatever the Government, the local council and the education experts between them decide about schools in general, every school is a special place, the school around

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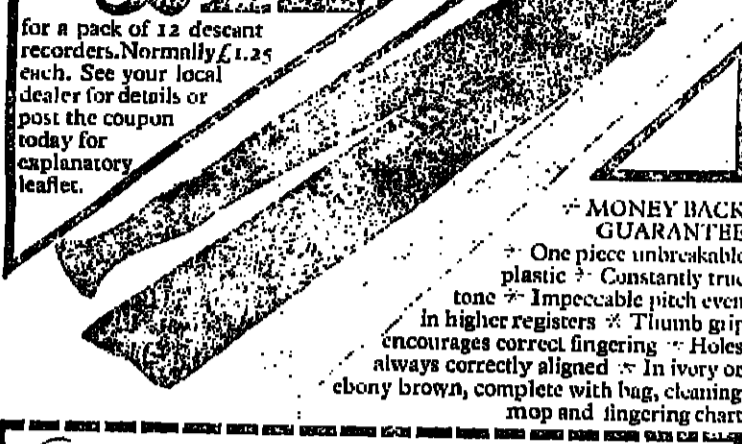
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It's a person's world . . .

Civil rights activists in the United States are worried that "frivolous" sex discrimination complaints will discredit the equal opportunities movement. Michael Binyon, North America correspondent, reports

Five young girls filled out membership applications recently and were accepted into a Detroit boys' club after a judge had the club could not discriminate against them on the basis of their sex.

On the whole the courts have made a careful distinction between complaints which are genuine and valid and those which, though within the letter of the law, appear frivolous. But the general public has not always made such a distinction.

Each of the reviewers can rewrite the findings of the letter back to the branch office for rewriting. When and if the letters are approved, they go back to the regional office, and are sent to the national office.

In fact, there have recently been two cases along these very lines, which were carefully watched by feminist groups as well as university administrators.

of the danger that the achieve the "goal" of the women lecturers will lead, varieties introducing sex, quotas in their employment.

In such circumstances it is difficult for universities to give generalised changes of direction. This comes as much from a lack of women teachers as from a lack of properly qualified candidates or a simple bad woman applicants.

Unsurprisingly, the title of financial importance. College ball and American football championships are big-time money-making enterprises.

The idea of a common curriculum goes further than this, suggesting that some knowledge and education experiences (not just the subject labels) are so important that all children should have the right of access to them.

Neither the core nor the common curriculum idea, however, implies that all children should have exactly the same curriculum—that would be a uniform curriculum.

LETTERS Beware curriculum innovators

Sir,—Maurice Holt ("Tending the flock", September 2) really cannot be allowed, in his orgy of pastoral car-bashing, to get away with merely railing the standard of curriculum rules OK. As he rightly outlines, "the real heresy is to take a part of a complex truth and suggest it represents the whole".



Let's bite into the core

Sir,—There are many interesting aspects of the Rowan and Rodgers analysis of the NOP survey (September 2) that need fuller discussion, but I would like to comment on just one misleading conclusion.

Bad company

Sir,—"Summer Break" (August 19)—"A company of tanks"? Never.

Stified by language exams

Sir,—Following the publication of this year's A level results in modern languages I have become increasingly encouraged because of the teaching of foreign languages in this country.

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Who are all these foreigners?

Sir,—In "Plea, hardship, plea for foreigners" (August 26) you equate overseas students with foreigners not for the first time.

Extra copies of this week's Times Educational Supplement...

Extra copies of this week's Times Educational Supplement, carrying Mr. Taylor's own summary of the Taylor Report on School Governors and Managers, have been printed.

Would you like to know more about the Oil Industry?

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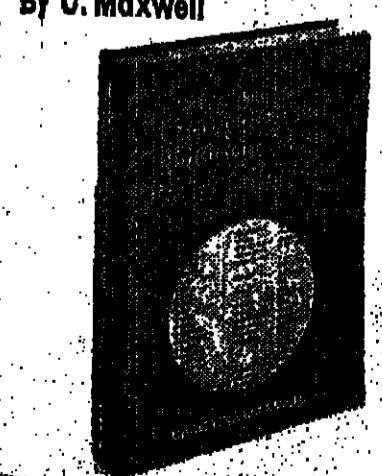
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## Left, right, left, right

Jessica Saraga

Fascism. By Hugh Purcell. 241 pp. 8944 2.  
Socialism. By Richard Evans. 89441 7.  
Hamish Hamilton £3.25 each.

Politics is like a long-running serial: unless you were in at the beginning it is difficult to understand the plot. When teenagers first develop an interest they are confused by terms whose meanings have degenerated through years of abuse, by labels no longer descriptive of what they label, and by vague classifications such as "left" and "right" whose applications are only relative to the history of these terms. By charting the history of these terms, and defining their original meaning, the "People and Politics" series aims to resolve these difficulties. Fascism and Socialism are now available in paperback. Fascist and Socialist ideas have much in common, both being, in the Industrial Revolution, ground down by the powerful wheels of industrialism, and removed from the finished product of their labour to identify with it, people resented ideas which gave them individuality. Fascism encouraged them to unite against other races and nations. Socialism encouraged them to unite against classes; the clear identification of an enemy in both cases contributed to the movements' success. There are other close relationships too: state ownership of the means of production, distribution and exchange is as much a part of Fascism as Socialism;

the cult of the strong man is as important an element in much of the "Socialism" as it was in Fascist Europe, isolating the fundamental features which make the two doctrines also two authors have successfully performed.

Fascism is without doubt the easier subject: it had less extensive roots, at its peak it was confined to Europe, and its decline followed rapidly upon its rise. Classic Fascism is now dead, and as Hugh Purcell points out in his introduction, the most we can say about any present-day regime is whether it has Fascist tendencies. Taking full advantage of these factors, he has advanced his book with impressive clarity, with sections on the meaning of Fascism, its rise, its rule, its appeal, its fall, and Fascism today. He copes particularly well with the concept of left and right spectrum to indicate how the extreme left and the extreme right can be simultaneously very distant and very close. Thus he shows how Fascism in both Germany and Italy had strong Socialist elements, how Hitler and Mussolini could both have originally been Socialists.

To write about Socialism, however, is quite a different problem. It is broad based, having had nineteenth century origins in all the European industrial countries, and its adherents are now spread worldwide. What is more, most of them would agree that Socialism has not yet been achieved; it is still a state to be striven for. Richard Evans has tackled the problem of Social-

ism's diversity by using the British example. Illustration, less attempting to cover subject in brief. Then, with the nineteenth century, the English and the Irish are treated in detail. The teacher would instruct some of the early British Trade Unionists, and Revolutionary and

Contemporary children describe Victorian schoolroom with horror. "No attempts were made to make the room look attractive like today. . . . Their lardy desks were made of oak and iron bolted to seat eight children in two approaches. . . . The teacher's desk would be situated near the coal fire, as the relationship between the children were warm or Unions and government was immaterial."

These are excerpts from a Guide to the Sundry Hall Museum produced by 37 top juniors of mixed ability from Springfield School, Spalding, capable of resolution. It won the top award of the New Caxton Library Service. The school got an encyclopedia and a £250 book token, and each of the participating children see themselves as modern Unionists, some as Socialists. The police are Fascist pigs. These points towards understanding whether in a topical of this any of them are

At Grunwick some of the children were especially pleasing for two reasons: first, the class was already doing the project anyway and they only entered the competition on the chance suggestion of someone at Sundry Hall; second it is the first time a junior school has won, and this is a small, country junior school.

The Springfield children did start with some advantages, however. The museum they describe is a children's museum, which naturally aroused their sympathies immediately. "Climbing boys suffered from deformities of the spine, legs and arms, from going up chimneys while their bones were in a soft and growing state."

The period covered at Sundry Hall is the past hundred years but the project's emphasis on Victorian times reflects current interest. Because the Victorian period is fashionable, information about it is readily accessible. The class teacher, Mrs Carol Owen, found she had three or four months' preparation to do. "The secret with project work is that you've got to know a lot more than you're going to teach them", she says. "You got a very high standard of work out of them. When interest starts to wane you've got to step at once, but it just didn't wane."

Visits to the museum were only part of a broader study which included interviews with a local blacksmith and with old people who live in almshouses, map making, and an afternoon spent locking one another in the stocks. The children also made Victorian costumes with the help of some parents who came into the school several afternoons a week.

These parents have now become very involved with the school: another useful by-product of the project. Their current task is to run the school library and catalogue the books. Originally, parents were drawn to the project by the pupils. Mrs Owen reports that several of them were virtually forced to listen. "Often for the first time children were talking about their school work at home."

The Sundry Hall Museum Guide is divided into sections corresponding to rooms in the Hall, describing the rooms and exhibits but adding background detail. Thus in The Toy Room we discover that "poor children had neither the money nor the time to buy toys, nor the time to play with them, as they worked such long hours" and that "the one Sunday they permitted was the Noah's Ark".

To comply with competition rules the Guide had to be cut down to 2,000 words, put into book form—ring binder—and illustrated with a maximum of eight black and white photographs. This involved Mrs Owen in editing and selecting contributions, making sure that work from every child in the class was represented. Quotations from books were typed

### 17 Resources

## Expedition through Victorian childhood

Frances Farrer

The oldest children would be expected to teach younger children that day. Then the teacher would instruct some of the early British Trade Unionists, and Revolutionary and

Contemporary children describe Victorian schoolroom with horror. "No attempts were made to make the room look attractive like today. . . . Their lardy desks were made of oak and iron bolted to seat eight children in two approaches. . . . The teacher's desk would be situated near the coal fire, as the relationship between the children were warm or Unions and government was immaterial."

These are excerpts from a Guide to the Sundry Hall Museum produced by 37 top juniors of mixed ability from Springfield School, Spalding, capable of resolution. It won the top award of the New Caxton Library Service. The school got an encyclopedia and a £250 book token, and each of the participating children see themselves as modern Unionists, some as Socialists. The police are Fascist pigs. These points towards understanding whether in a topical of this any of them are

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Springfield schoolchildren discover some aspects of Victorian education in one of their role playing sessions. Other events included a tea party and a sports day at which they played Victorian games. The costumes were made from old clothes and sheets.

## Gallery packages for art teachers

The Ikon Gallery in Birmingham has recently produced teachers' packs to accompany an exhibition of British Primitive and Native Painting. They are distributed, free of charge, to art teachers in Birmingham secondary schools.

The teachers' packs form part of a pilot art education project begun in April with the financial assistance of the Job Creation Programme. They are to accompany a selection of exhibitions at the Ikon Gallery and provide art teachers in the area with a wide range of information on exhibits.

Each pack contains background information on the subject, biographical notes on each of the 40 exhibitors and a critical appraisal of the paintings. The packs are illustrated with 35mm colour transparencies. Three educational staff, employed specifically for work on the project will be monitoring the use of the packs.

British Primitive and Native Painting is claimed to be the most comprehensive showing of its kind ever mounted in Britain. It is open to the public until October 8.

# The Polyfilla Schools Art & Design Awards

### A NATIONAL AWARDS AND EXHIBITION SCHEME FOR THE ENCOURAGEMENT OF CREATIVE ABILITY

ENTRIES are now invited from Infant, Primary and Secondary Schools in the UK for the 1978 Awards and Exhibition.

The work of individual pupils or group work is equally welcomed, but entries must be made through the schools. Entry is initially by photograph, and any number may be submitted (use separate entry forms). Closing date is December 31st 1977. Children are invited to submit imaginative work using Polyfilla and such materials as wool, string, wire mesh, sawdust, pipe cleaners, old cloth etc. They may dip, drape, impregnate, carve, score, scratch, mould or paint the materials in any way they wish.

**AWARDS**  
Awards will be made to four large group winners; to a group for a combined project, and to an overall winner. Their schools will also receive awards.

Age Group	School Awards	Age Group	School Awards
Winners	Winners	Winners	Winners
Up to 7 years	£50 £100	15-17 years	£50 £100
8-11 years	£50 £100	Project Group	£50 £100
12-14 years	£50 £100	Overall Winner	£100 £1000

All entries selected for the exhibition receive a certificate of merit.

**JUDGING**  
The panel of judges selects about 60 entries from the photographs submitted and these are then collected for a final judging in Spring 1978. All these exhibits are shown in London and winning pupils and their teachers are invited to the prize giving.

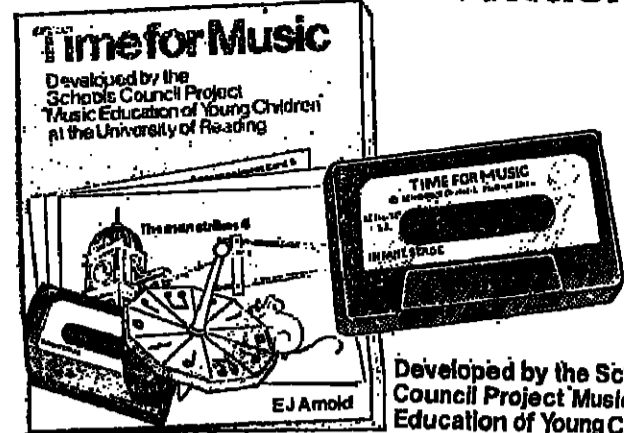
The judges are: Henry Pluckrose, Headmaster and Editor of "Art and Craft in Education"; Elena Caputze, Senior Lecturer in Sculpture, Digby Stuart College—LHB; Leo Walmsley, Art Adviser; Dave Lee Travis, BBC Disc Jockey.

**EXHIBITION SECRETARY**  
Leaflets containing details of this scheme have already been sent to nearly all schools in the UK. If you have not received a copy, please write to or telephone: Exhibition Secretary, 30 Broadwater Road, Welwyn Garden City, Herts. Tel: Welwyn Garden 28131.



\*Child on Bike—One of 60 exhibits selected for the last London exhibition.

If you can teach reading you can teach music with 'Time for Music'



'Time for Music' is a structured music programme specifically developed for the Primary School Class Teacher who has little or no knowledge of music.

Please send me returnable inspection material of 'Time for Music' Infant Level Junior Level Name Position School Address

MICROSCOPES • CHEMICALS • MAGNIFIERS • FILM STRIPS • ALL CHARTS • FABRICS • FIBRES • WEFT & WARP • BABY CARE MATERIALS TESTING • FOOD TESTING • BALANCES • BEAKERS • LAUNDRY WORK • SPECIAL KITS ON FIBRES • COSMETICS • DETERGENTS

There's more science in Home Economics than meets the eye. Get the complete picture from the summer edition of Home Economic News Available free on request from Griffin & George Ltd.

18 Resources

Programme for dyslexia

by Marie Roe

Dyslexia - A Language Training Course for Teachers and Learners by Kathleen Hickey

The author is a trained teacher and language therapist, widely experienced with children who have a specific handicap in acquiring reading and spelling...

Whichever one prefers, dyslexia or specific learning difficulties - a unitary condition or a range of conditions - there is no disagreement that some children are specifically handicapped and need systematic teaching.

Miss Hickey's language training course offers a precise, progressive, consistent programme of learning, involving a multisensory approach - visual, auditory, tactile, and kinesthetic, covering naming, sounding and writing in an integrated fashion.

Part 1, a 53 page Teachers' Guide, also includes three valuable sections on the teaching of handwriting, learning the alphabet and the use of dictionaries and the presentation of a framework for helping pupils to write continuous prose.

Part 2, a 53 page Teachers' Guide, also includes three valuable sections on the teaching of handwriting, learning the alphabet and the use of dictionaries and the presentation of a framework for helping pupils to write continuous prose.

More than 80 per cent of candidates have been successful in a new O level exam linked to the BBC Radio course What Right Have You Got. The course deals with citizens rights and responsibilities at home, in the community, at work and at law and has been designed particularly for adults.

The exam was devised by the Joint Matriculation Board as an alternative O level for candidates with greater maturity than children at school.

The radio programmes are broadcast on Thursdays at 6.30 pm on Radio 3 Medium Wave from October 6 with repeats the following Sunday at 3.30 on Radio 4 VHF.

marked by a cross, and the "carry on stroke" together with verbalizations, such as "off the top" and "Remedial teachers will also approve of the careful teaching of the alphabet and the use of the dictionary."

Part 1 also includes a Reading Pack of words related to the reading progression which can be practised by the pupil in his own time, a Spelling Pack which also arises from the language course and which grows with it and a Tear Off Pad for guided writing practice.

Teaching points are given for reading, spelling and writing the phonogram; upper case and different forms of lower case are presented. Each phonogram (and there are over 80) is presented in the same comprehensive fashion.

Part 3 presents "tabulated groups of words for use at each new step in the learner's course."

At the first inspection, the argument is not very close, but it is clear that the related learning objectives are clearly and one can see that there is no other way of structured and fully planned programme.

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19 Resources

Visuals and visions of European civilization

by Deborah Thom



The Adventures of Man Section 15: Makers of the Medieval World. 4. Vikings at home. 5. Vikings abroad.

Section 18: From Roman Retreat to Norman England. 2. The Anglo-Saxons in England. 3. The Norman Invasion.

Section 15: Makers of the Medieval World. 4. Vikings at home. 5. Vikings abroad.

fashioned. In the introduction to one of the teacher's booklets, we read: "The present filmstrip does not study the history of the Anglo-Saxons, but shows aspects of their life to give some insight into the culture of a period which played a vital part in the formation of English society."

Luckily, the pictures the editors have chosen to portray, both Anglo-Saxons and Vikings on home ground, offer fairly orthodox social history.

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Some of the material in the filmstrips is good, with an interesting range of images from varied sources, but there is not much to be gained from the tapes or the supplementary material.

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Cautionary tales for bright sparks

RoSPA has produced a very sensible cartoon poster on the subject of fireworks safety.

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Consumer competition

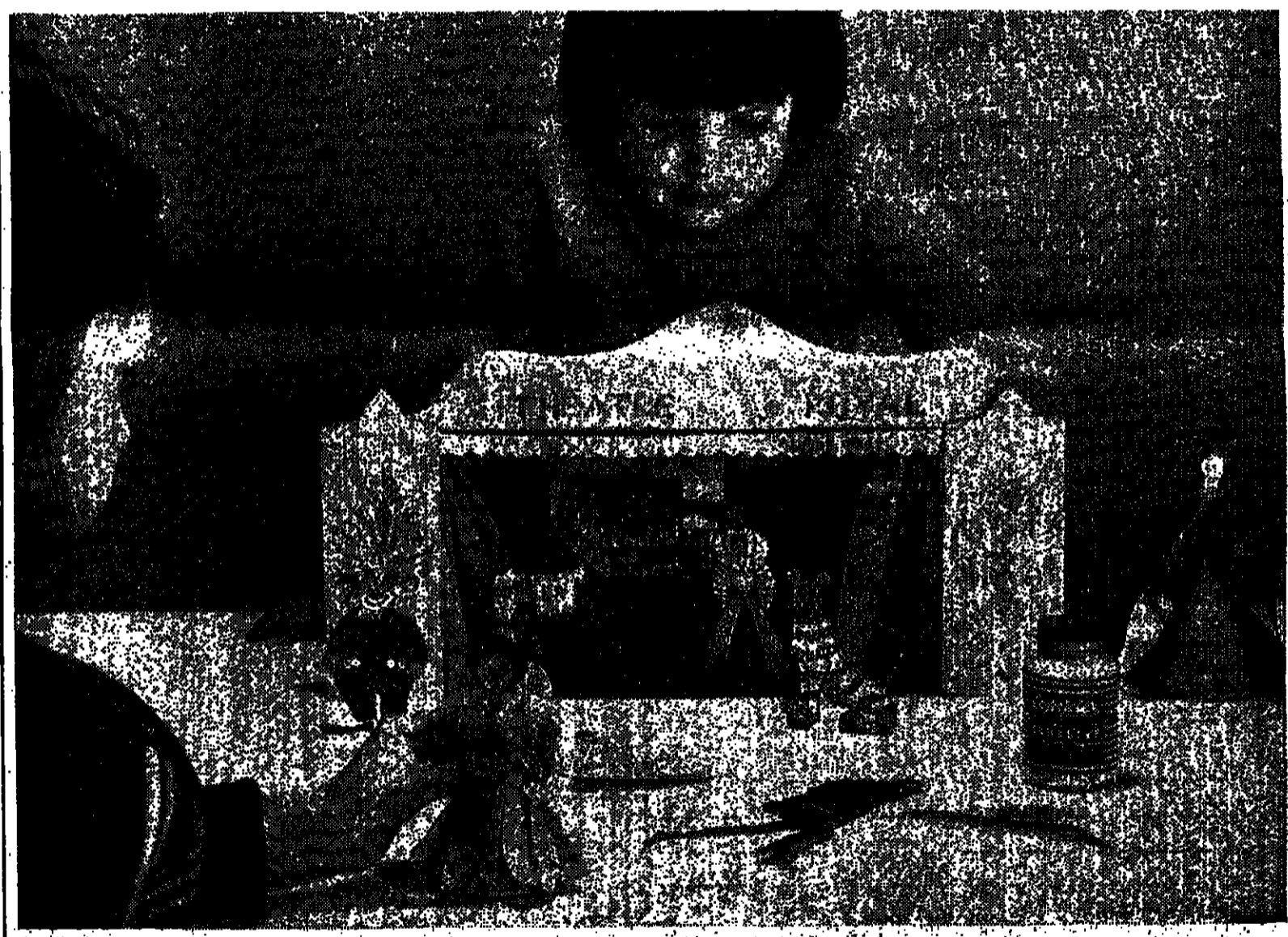
Young consumers can take part in a competition sponsored by the Consumers' Association.

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Science supplement

The latest worksheet in Copydex's series - 'Let's make a model theatre' - is fun, and very adaptable.

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child's play! COLLAGE EXHIBITION DIARY Aug 27-Sept 18 Midlands Art Centre Birmingham

1 St. Albans Grove, London, W8. Formerly The College of Estate Management. A unique opportunity to acquire an imposing building, quietly situated in Kensington.

MONOPOLE Helping your two year student sound like three. For those Monopole music string bands who have students doing other playing jobs in the fall.

The Flamingo cabinet. A supplement to the Philip Harris 1977 catalogue adds a number of new items to the company's range.

Life styles and evolution

by John A. Barker

An inquiry into the origin of man: science and religion. How life survives: adaptation and evolution. Both with 160 slides with two cassette tapes and a teacher's guide.

Taped material is now often sold with 35mm slides or with filmstrips. Some of the best materials produced in the USA come from Science and Manifold Inc, which has developed a series of visual/sound programmes.

In this country a simplified version is marketed by the British distributor, Edward Patterson Associates and consists of slides, packed in a box, a tape cassette and a teacher's guide.

The slides are in plastic mounts with register mark on one side. The cassette tapes, in most sets provide the same commentary on both sides. One side has an audible signal to indicate that a slide change is necessary and the other contains a 1,000 Hz signal for use with a synchronized tape/slide system.

The teacher's guide provides the complete script together with the identification of the slides and their sources. It also gives suggested answers to questions, references and, where relevant, follow-up activities. The commentaries themselves, lasting around 20 minutes for each part, use a range of material.

Music provides an unobtrusive background in many instances. There are a variety of voices and well-known scientists, such as Isaac Asimov and George Gaylord Simpson, give short statements.

The three sets reviewed here are all concerned with one or more aspects of evolution. An inquiry into the origin of man: science and religion was developed by the Biological Sciences Curriculum Study. The teacher's guide contains a long rationale with background information.

In this set there are no slides containing discussion questions as in the other sets, but certain slides are identified with a small white square to mark a suitable moment for discussion. A wide range of discussion questions are also included with a summary of points to be raised.

The first part begins with Neanderthal man and produces evidence that suggests that he might have practised religious rituals. Then a Hindu fable is used to illustrate an Eastern view of a cyclical universe. In contrast the Hebrew story of creation is told with its linear and hierarchical emphasis.

The development of the Christian faith through early times, the dark ages and the Renaissance is shown. The shocks presented to it by discoverers, such as Galileo, lead into a discussion about the study of fossils and its effect on the interpretation of biblical history. The first part ends with a sequence about Darwin's voyage on the Beagle and his ideas of evolution.

Part two is about the growth of Darwin and Wallace's evolutionary ideas and a résumé is given of the evidence on which they are based. A sequence of some 12 slides deals with the famous British Association debate in Oxford. The problem of inheritance of variation and how this was solved by the work of Mendel, is covered. The material concludes by considering the special place of man in evolution.

These packages are extremely interesting. They are visually and aurally attractive. The notes are, as usual, well presented, although the infamous graphic table, it is a pity that it is not made clear that Darwin and Wallace were not the only men developing a concept of evolution.

The Oxford debate is well presented although the commentary suggests that Richard Owen was present at the confrontation with Bishop Wilberforce. The second set How life survives adaptation and evolution opens in the style that the set maintains. A cockroach looks at man and speculates on man's future. Part one considers adaptation and how various animals and plants are adapted for their way of life. Examples used range from cactus and penicillium to stick insects and the ostrich.

The set considers the way animals adapt in search of mates and energy sources. Finally the importance of the interaction between organisms is emphasized. Part two begins with Aristotle's recognition of the difference between a dolphin and fish. This leads on to the concept of evolution and of adaptation to particular ecological niches. The relationship between environmental change—or lack of it, and evolution is illustrated first by a fossil and a modern horseshoe crab and second by the evolution of the horse. Variation within a species and the introduction of mutation into a particular mix of genes is considered.

A sequence illustrates, in broad outline, the evolution of the animal kingdom from acellular organisms to land animals. It is a pity that the commentary states this as fact rather than an accepted but unproven theory. Similarly it is untrue to state, with reference to present-day amphibians, "their eyes, enclosed in soft jelly must be laid in the water, and their young spend the first stage of their life there." Thus ignoring the adaptations which some amphibians, such as the common European salamander, possess for viviparity.

Examples of convergent evolution, as shown in gliding animals, is described, and the development of species and subspecies in fish populations isolated from each other in a series of pools are discussed. This data, dinosaurs and other fossils, are among the material changes that have occurred since man's appearance on the earth. Two conclusions are drawn: one that the rate of change is not constant, and another that the rate of change is not uniform among other life.

Three billion years of the drama of evolution takes 240 slides through the evolution of the living world, plant and animal kingdoms considered. Part one covers a thesis on the origin of life, evidence, such as comets, structure, for evolution and a summed evolution of life to the present.

The next part takes the evolution of the dinosaurs. The third part is concerned with the evolution of mammals and man. The commentary can be of one or two places. For example, of a tail, as such, but not a caudal vertebra. Many would query that "some colonies of individual cells" are "incidentally" mentioned in the text. But this is an excellent production.

These sets are expensive in comparison with other materials currently available. However, the number of slides in each set is large and the price which is about 25p, is not too high. The value is probably not over-estimated against that of a film.

Here the slides have the same level of flexibility and more under the control of the user than any film. The sets are well produced and perhaps worth the cost in biology.

The new A-level in electronic systems...

Electronic Systems... An exciting new course in electronics... The development of a new A-level course in electronics...



Doubts about item banking

by Harvey Goldstein and Steve Blinkhorn

Perhaps the key issue of the current education debate is the defining and monitoring of standards. The Department of Education and Science was early to recognize this by setting up the Assessment of Performance Unit to develop tests of attainment and abilities and to devise procedures for getting appropriate samples of children to answer them.

As expected, there is some controversy about what should be tested; for example, whether only the so-called basic skills of literacy and numeracy should be monitored or whether there should be a more ambitious programme seeking to measure factors such as moral development.

Whichever approach is adopted it must soon meet the problem of devising fair comparisons between children who have been exposed to quite different learning and various styles, methods and contents of teaching. This becomes especially important when comparing test scores over time, and many previous attempts to do so have aroused sharp controversy.

A typical problem is that where the same tests are used over a number of years, they will be criticized for being out of date and out of touch with teaching, and where different tests are used in order to counter this criticism there arises the usually insurmountable problem of deciding how to equate their scores. The post-war National Foundation for Educational Research series of reading attainment tests is a good example where individually well constructed tests have failed to provide widely acceptable conclusions.

In view of this past experience, and since a monitoring programme over time is hardly very useful unless comparability can be guaranteed, it might seem strange that there has not been much public debate about the technical feasibility of the proposed DES monitoring program. It becomes clearer, however, when one discovers how the exercise is to be carried out, and in particular that it has decided to adopt a relatively new technique which claims to have solved all the problems outlined above.

The last few years has seen the development of "item banks" whose advocates claim that they can be used to provide tailor-made tests to suit any educational situation, that scores on all such tests can be related to one another in a simple fashion, and in particular, that scores on different tests over time can be equated readily.

Since the success of much of the APU work depends on being able to equate such scores on different tests, it will come as no surprise to find among the most advanced testing projects such as that being developed by the NFER for mathematics, that it is based on an item bank procedure.

One of the important reasons for the lack of any extensive public discussion about the validity of the claims made for item banking is,

we believe, that the assumptions lying behind the methodology have been labelled as technical and hence appropriately left to the psychometricians to deal with. The fact that these technical details could have profound educational consequences does not seem to have been appreciated, and seems to us to be a good example of the technical tail wagging the educational dog.

Each item bank contains a large number, perhaps several thousand, individual test items and it is dedicated to the measurement of a particular ability, attainment or skill, such as say the arithmetical ability of 11-year-olds. Among all these items will be found some which are appropriate for testing children following any given educational scheme, for example for those doing new maths as well as for those doing traditional maths.

In the simplest case each item is either "passed" or "failed" by a child attempting it, and possesses what is known as a "difficulty" value. The chance of a child passing an item decreases with its difficulty value. It is these common difficulty values which enable tests containing quite different items to be regarded as equivalent, for example where each item in one test is exactly matched for difficulty level with an item in the other.

To construct a new test, for example, to monitor children subject to a new teaching method, one has only to select appropriate items from the bank and note their difficulty levels in order to calibrate the test with respect to any other test constructed using the bank. Of course, the bank has to be regularly updated with appropriate items.

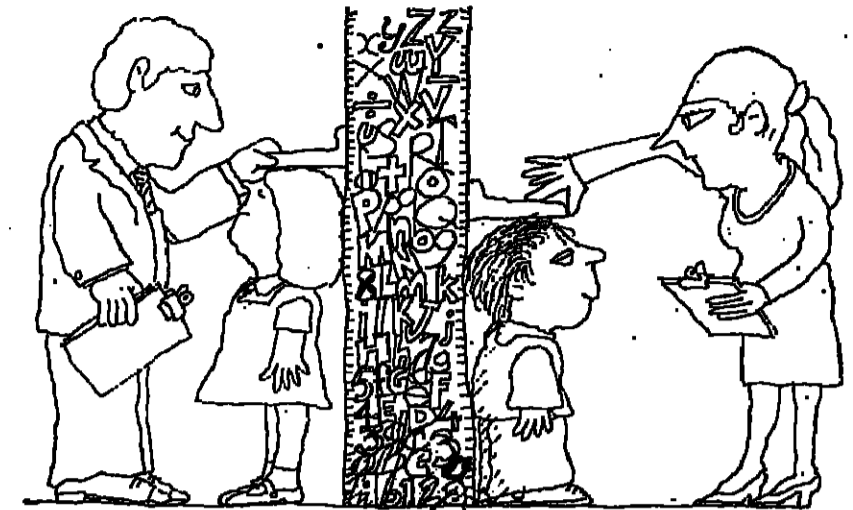
For such a scheme to work properly, a particular crucial assumption must be satisfied, namely that the order of difficulty of any set of items from the bank will be the same for all children. Obviously there are some sets of items for which this will not be true—children taught new maths would not be expected to respond to a mixture of new and traditional maths items with the same order of difficulty as those taught by traditional methods.

In fact the only set of items which seems likely to stand a reasonable chance of satisfying the item bank criterion are the relatively uninteresting set which arise from the common content of both teaching methods. Even if such a set could be found, and that is a matter of empirical investigation, its use would contribute little to the terms of the current debate.

There are still further problems with the use of item banks which are unresolved and which need to be studied in a research context. Eventually, modified item banks may come to play an important part in educational assessment, but just at the moment this technique is quite unsuitable for lifting out of the educational laboratory and pressing into routine service. Clearly, large scale studies are needed to evaluate

the practical usefulness of the model. If it is decided that item banks are not very useful, then the present ideas of monitoring standards will need to undergo major revision. Alternatively the banks may be set up and used as if they functioned according to theory, in which case their products will need to be viewed with circumspection. Not only would there be problems at the level of national monitoring,

but also at the local level where individual local authorities may be using tests derived from an item bank for their own special circumstances. There are those who would not accept any form of standard assessment as being appropriate: you do not share that opinion. Whatever happens, an open discussion of the "technical" matters is overdue and needs to be conducted in a context where all those concerned are familiar with the essential aspects of the problem so that the important educational assumptions are not relegated to a technical backroom. This article is based on a longer one appearing in the current issue of the "Bulletin of the British Psychological Society". Harvey Goldstein is head of the Department of Statistics and Computing, University of London; Steve Blinkhorn is in the Department of Psychology, Hatfield Polytechnic.



A BOARD FOR ALL SUBJECTS

We know it's difficult to change convention. After all we are changing what you were taught on and probably still teach on. Remember that, see a dry-erase board, another cloud of chalk dust—that's what we've changed. In their place there is now a white porcelain-enamelled steel Magiboard with dry wipe markers. They are whiteboards that stay white, year after year. Magiboards Dry-Markers write on wet and wipe off dry—and the only thing that will rub off on you is why haven't you used Magiboards before.

Magiboards are manufactured in a wide range of sizes and are available with wall mountings or mobile revolving stands.

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Advertisement for slide centre limited with details of educational materials.

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SECONDARY Science continued

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HOUSING (London Borough of Havering) ... HOUSING (London Borough of Havering) ...

KNOWLESLEY

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MIRTON

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Waltham Forest Council logo and Secondary Schools list including Chemistry, English, History, Mathematics, Physical Science, Religious Education, etc.

Waltham Forest Council Secondary Schools list including Kingsley, Waltham Forest, etc.

Waltham Forest Council Secondary Schools list including Waltham Forest, etc.

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County of Cleveland Secondary Schools advertisement including 11-16 Schools, Scale 4-Communications and Language, Scale 4-Modern Languages, etc.

County of Cleveland Secondary Schools advertisement including Scale 2-Modern Languages, Scale 2-Modern Languages, etc.

County of Cleveland Secondary Schools advertisement including Scale 1-English, Scale 1-English, etc.

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Sixth Form and Tertiary Colleges

Heads of Department

NORTH TYNSIDE (Metropolitan Borough of) EDUCATION COMMITTEE... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT...

Other Posts on Scale 2 and above

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Special Education

EALING (London Borough) EDUCATION SERVICE... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT...

HEADSHIP THE ROYAL SCHOOL FOR THE DEAF, DERBY

Applications are invited from suitably qualified and experienced teachers for the post of Principal of the school which will be vacant from 1st September, 1978...

County of Cleveland SPECIAL SCHOOL Head Teacher (Group 6S)

Required for January, 1978, a suitably qualified and experienced teacher for this all age E.S.N. (M) school. The school incorporates a specialist unit for non-communicating children...

Head of Department... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT... NORTH TYNSIDE...

Other Posts on Scale 2 and above... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT... NORTH TYNSIDE...

Special Education... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT... NORTH TYNSIDE...

LIVERPOOL DEPUTY HEAD TEACHER

Applications are invited for the post of Deputy Head Teacher for the school which will be vacant from 1st September, 1978...

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Special Education... DEPUTY HEAD TEACHER... HEADS OF DEPARTMENT... NORTH TYNSIDE...

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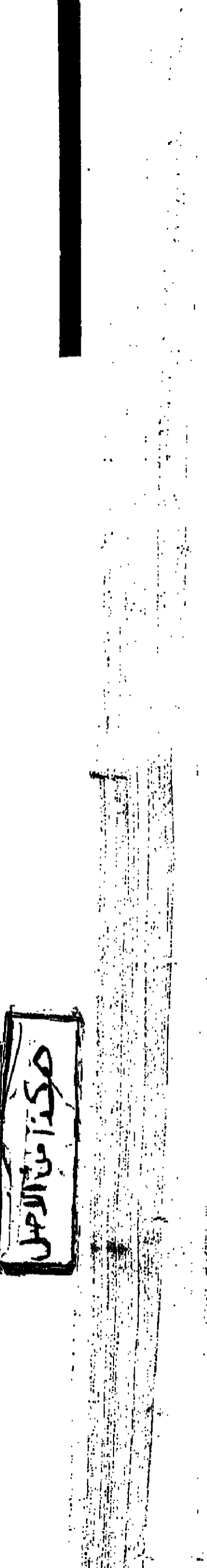
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Deputy Headships Senior Masters/Mistresses... RESIDENT married couple...

By Subject Classification... Art and Design... HEADS OF DEPARTMENT...

Other Assistants... NEWCASTLE upon Tyne... THE NEWCASTLE UPON TYNE...

Classics... LEEDS... GIBBS' HIGH SCHOOL...

Independent Schools... AVON... ST. BRANDON'S SCHOOL...

Headships... AVON... ST. BRANDON'S SCHOOL...

RECREATION LEADER... QUALIFIED, experienced person...

ROTHESHAM... METROPOLITAN BOROUGH OF...

DEARSHIRE... DOWNE HOUSE SCHOOL...

ROTHESHAM... METROPOLITAN BOROUGH OF...

DEARSHIRE... DOWNE HOUSE SCHOOL...

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DEARSHIRE... DOWNE HOUSE SCHOOL...

ROTHESHAM... METROPOLITAN BOROUGH OF...

DEARSHIRE... DOWNE HOUSE SCHOOL...

ROTHESHAM... METROPOLITAN BOROUGH OF...

County of Cleveland SPECIAL SCHOOLS Peripatetic Teacher of Travelling Children

County of Cleveland SPECIAL SCHOOLS Peripatetic Teachers of Immigrant Pupils

County of Cleveland SPECIAL SCHOOLS Peripatetic Teachers of Immigrant Pupils

County of Cleveland SPECIAL SCHOOLS Peripatetic Teachers of Immigrant Pupils

The Department of Health and Social Security have a vacancy for a Lip-Speaker

The Department of Health and Social Security have a vacancy for a Lip-Speaker

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FELSTEAD SCHOOL APPOINTMENT OF MASTER OF THE JUNIOR SCHOOL

FELSTEAD SCHOOL APPOINTMENT OF MASTER OF THE JUNIOR SCHOOL

FELSTEAD SCHOOL APPOINTMENT OF MASTER OF THE JUNIOR SCHOOL

GORDONSTON SCHOOL SCOTLAND Independent co-educational boarding school

GORDONSTON SCHOOL SCOTLAND Independent co-educational boarding school





SALOP COUNTY COUNCIL
WALKER TECHNICAL COLLEGE
HEAD OF DEPARTMENT OF BUSINESS STUDIES GRADE 3
Applications are invited for the above post from persons with suitable academic qualifications and relevant experience in further education establishments and business. Salary £6,723-£7,515.

BRIGHTON POLYTECHNIC
Communal Services
Personal Counsellor
To work as a member of a recently established team of Personal Counsellors. Previous experience with young persons of the student age range is important.

COLLEGES OF FURTHER EDUCATION continued
LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
DEPARTMENT OF GENERAL STUDIES

THE TIMES EDUCATIONAL SUPPLEMENT 23.9.77
COLLEGES OF FURTHER EDUCATION continued
CITY OF MANCHESTER
EDUCATION COMMITTEE
ST. JOHN'S COLLEGE OF FURTHER EDUCATION

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
LEICESTERSHIRE
EDUCATION DEPARTMENT
NORTH YORKSHIRE
YORK COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF BUSINESS STUDIES
WARWICKSHIRE
NOTTINGHAMSHIRE
ST. HELENS
WILTSHIRE

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION Further Education
PROFESSIONAL COOKERY Lect. 'B' (Part-time)
BUILDING TECHNOLOGY Lect. 'B'
STRUCTURAL ENGINEERING/BUILDING TECHNOLOGY Lect. 'B'
WELDING Lect. 'B'

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
DEPARTMENT OF GENERAL STUDIES

North East Surrey College of Technology
Relgate Road, Ewell, Surrey
Applications are invited for the following posts to be filled from 1 September 1977, or as soon as possible thereafter.

Oxfordshire County Council
Oxford College of Further Education
Senior Lecturer in Social Work Studies
Required as soon as possible Senior Lecturer in Social Work Studies to be Course Tutor to the In-Service Study Course for Residential Social Workers and to teach Social Work Subjects on In-Service courses up to Home Help Organiser level.

Leicestershire
WREAKE VALLEY COLLEGE, PARKESTONE ROAD, SYSTON, LEICESTER
HEAD OF DEPARTMENT OF COMMUNITY EDUCATION
For January, lively, intelligent, adaptable, outgoing person able to make good use of every resource in the educational and cultural provision for the area.

LECTURERS
Annesland College, Hatfield Drive, Glasgow G12 0YE
PHYSICAL EDUCATION Lect. 'B'
Diploma in Physical Education and preferably experience of Adult Education/youth activities.
Barnullock College of Further Education, 188 Rye Road, Glasgow G21 3JY
BUILDING CRAFTS Senior Lect. + F.T.C., H.N.C. or appropriate qualification, and substantial experience in the teaching of Building Crafts.
CLOTHING MACHINE ENGINEERING Lect. 'B'
Appropriate F.T.C. or equivalent.

CLARENDON COLLEGE OF FURTHER EDUCATION
Palham Avenue, Nottingham NG5 1AL
Consequent upon reorganisation of academic departments applications are invited for the following posts which it is hoped to fill with effect from 1st January, 1978.

SURREY COUNTY COUNCIL
SALOP COUNTY COUNCIL
WALKER TECHNICAL COLLEGE
HEAD OF DEPARTMENT OF BUSINESS STUDIES (GRADE 3)
Applications are invited for the above post from persons with suitable academic qualifications and relevant experience in further education establishments and business.

SHEFFIELD EDUCATION
GRANVILLE COLLEGE
Granville Road, Sheffield, S2 2RL
DEPARTMENT OF ENGINEERING TECHNOLOGY
LECTURER GRADE I in ELECTRICAL ENGINEERING
Required for January 1, 1978, or sooner if possible.

ELGA PRODUCTS LIMITED
Leaders in the field of Water Purification
have an established and successful marketing strategy which requires in its team a competent and experienced LECTURER
The ideal candidate will be aged between 28 and 40 years, have a degree in Chemistry and be fluent in English and at least one other European language.

County of Cleveland
STOCKTON-BILLINGHAM TECHNICAL COLLEGE
HEAD OF SCIENCE
(Salary Scale Burdham Grade III £6,231-£7,023 plus £312 & £180 supplement)
The Department provides Diploma in Nursing and Occupational Health Nursing Courses, Technician Courses, and full-time and part-time G.C.E., O & A level courses in science subjects.

UP 1250

Polytechnics

PLYMOUTH POLYTECHNIC BLOCK TECHNICAL SERVICES... Applications are invited for a post of Lecturer in Research Methods...

SHEFFIELD SHEFFIELD CITY POLYTECHNIC DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES... Applications are invited for a post of Lecturer in Geography...

Lancashire County Council Education Committee PRESTON DISTRICT Education Officer... Applications are invited for suitably qualified teachers for the above full-time post...

Britannia Royal Naval College, Dartmouth DIRECTOR OF STUDIES £10,000... The Director is responsible for directing the work of some 30 Lecturers in the Departments of Science, Engineering Science, Mathematics, History (Strategic Studies and Economics), and Languages...

Universities

LEEDS THE UNIVERSITY CENTRE FOR STUDIES IN SCIENCE EDUCATION... Applications are invited for a post of Lecturer in Science Education...

LEEDS THE UNIVERSITY SCHOOL OF EDUCATION... Applications are invited for a post of Lecturer in Science Education...

LEEDS THE UNIVERSITY SCHOOL OF EDUCATION... Applications are invited for a post of Lecturer in Science Education...

THE OPEN UNIVERSITY FACULTY OF SOCIAL SCIENCES... Applications are invited for a post of Lecturer in Social Sciences...

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UNIVERSITY OF SUSSEX... Applications are invited for a post of Lecturer in Social Sciences...

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DERBYSHIRE COUNTY COUNCIL... Applications are invited for a post of Lecturer in Social Sciences...

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Lanfranc Youth Wing FULL-TIME YOUTH WORKER... A suitably qualified and experienced Youth Worker is required for the above post...

OBSERVATION AND ASSESSMENT CENTRES Teachers-in-Charge... Qualified and experienced teachers required to take charge of the education units at these Social Services Observation and Assessment Centres...

DERBYSHIRE County Council... Applications are invited for a post of Lecturer in Social Sciences...

MANAGER RUGBY SPORTS CENTRE up to £5,770... Rugby Sports Centre has over half a million users a year and employs around 100 full and part-time staff...

ADULT EDUCATION Appointments continued... Applications are invited for a post of Lecturer in Social Sciences...

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HEREFORD AND WORCESTER (County of) EDUCATION DEPARTMENT HIGHER EDUCATION... Applications are invited for the post of PRINCIPAL...

South Lambeth A.E.I. Lecturers 4 Posts Grade 1... Applications are invited from experienced teachers for the following posts at Southwood Intensive Care Unit, South Norwood, S.E.25...

YOUTH AND COMMUNITY SERVICE... Applications are invited for a post of Lecturer in Social Sciences...

STRANMILLIS COLLEGE BELFAST PRINCIPAL: JAMES POMFRET, M.A., B.Sc., M.Ed.... Stranmillis College is a College of Education, of about 1,000 students who are preparing to teach in nursery, primary and secondary schools...

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